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| **Criteria** | **On Target** | **Almost There** | **Basic** |
| **Big Ideas**   * Refer to core concepts, principles, theories, and processes that should serve as the focal point of the unit. * They connect knowledge and skills to a larger intellectual frame and provide a bridge for linking specific facts and skills. * Integrates other content areas. |  |  |  |
| **Established Standards (or Power Standards)**   * Only those content standards that are directly relevant to the unit and assessed in the unit are included. |  |  |  |
| **Enduring Understandings**   * Involve the Big Ideas that give meaning and importance to facts. * They are derived from or are aligned with appropriate goals. |  |  |  |
| **Essential Questions**   * Have no simple “right” answer. * They are designed to provoke and sustain student inquiry, while focusing learning and final performance. * They stimulate ongoing rethinking of big ideas and prior lessons. * Topical essential questions frame and guide inquiry into the topic. * EQs are framed in appropriate “kid language” to make them accessible to students. |  |  |  |
| **Content** (What we want students to **know/understand/do**).   * Bloom’s Taxonomy or Depth of Knowledge reflected. * Thinking skills – compare, infer, analyze, interpret. * Research, inquiry, investigation skills. * Study skills – note taking, AVID strategies * Interpersonal skills, group skills |  |  |  |
| **Assessment**  *Formative* – Ongoing assessments that provide information before or during instruction to guide teaching and learning for improving learning and performance.  Examples: pre-test, student survey, KWL, oral questioning, draft work, “think aloud”, quiz, portfolio review, etc.  *Summative* – Culminating assessments are conducted at the end of a unit, course, or grading period to determine the degree of mastery or proficiency according to identified achievement targets.  Summative assessments are evaluative in nature, generally resulting in a score or a grade.  Examples: test, performance task, final exam, culminating project or performance, work portfolio, etc. |  |  |  |
| **Resources**   * Print material, such as books, journals, magazines, articles, etc. that will enhance the teaching/learning activities have been identified. * Internet resources that will enhance the teaching/learning activities have been identified. |  |  |  |
| **Literacy Integration**   * Reading, listening, speaking, writing, language (vocabulary) tasks identified. |  |  |  |
| **Technology Integration**   * Various media resources that will be used to enhance the teaching/learning activities have been identified. * Technology resources, such as SMART boards and laptops have been identified. |  |  |  |